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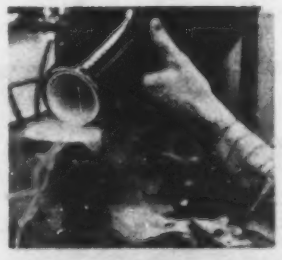
How Reagan's Plans Would Affect the Campuses

Pell Grants: Cut $880,000,000
For details on student aid, see Page 16



Defense Research: Up 19 Pct.
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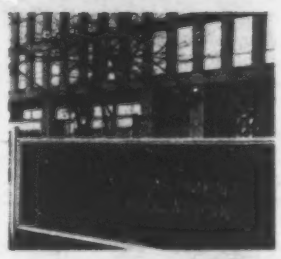
Arts, Humanities: Cut $76,000,000
For details, see Page 20



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Federal restrictions on genetic research should be relaxed but not abandoned, an independent advisory group has recommended. Story on Page 3.

There was no victor in the battle that ended in the disbanding of Michigan State University's independent alumni association, both sides agree. Story on Page 7.

Median salaries for administrators rose 10 per cent during the last year, outpacing the cost of living. Story on Page 6.

Financial ambition is an important reason why students go to college, an annual survey of new college freshmen has found. Story on Page 10.

Public-college tuition will average $957 this year—ranging from a high of $3,893 in Vermont to a low of $409 in California. Story on Page 14.

Florida may not deny state funds to colleges supporting organizations that advocate sex before marriage, the state's supreme court has ruled. Story on Page 9.

The first grants under the $150-million Annenberg Project to explore the use of telecommunications in higher education have been awarded by the Corporation for Public Broadcasting. Story on Page 10.

Deconstruction and other new critical theories are challenging the traditional assumptions of literary studies. Story on Page 27.

Polish universities reopened last week, two months after military authorities shut the institutions down. Story on Page 25.

South African students have protested the death in detention of a white doctor active in trade-union work. Story on Page 25.

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'Early Semester' Calendars Found Most Popular

By MARIA RUDENSKY

The first thing some students look at when the college catalogue arrives is the section with the academic calendar—to find the date classes are scheduled to end.

While that may not be the first place a prospective student looks, says Orville C. Walz, an expert on academic calendars, some institutions could be using the calendar as a recruiting device in an era of shrinking applicant pools.

Mr. Walz, president of Concordia College in Edmonton, Alberta, published his annual study of academic calendars last month. The most commonly used at American institutions of higher education, he found, are the "early semester" calendar, the quarter calendar, the 4-1-4 calendar, and the "traditional" calendar—in that order.

"The early and quarter are where it's at now," Mr. Walz says. Using information supplied by college registrars to the National Association of College Stores, he has been surveying temporal matters in academe for the past four years. The results are published by the American Association of Collegiate Registrars and Admissions Officers. Similar studies have been conducted since 1970.

More Early Semesters

Mr. Walz's figures show a significant rise in the number of institutions following the early-semester plan, usually starting in late August and going until mid-May. In 1970-71, it was the second most popular option, used by more than a quarter of the institutions. In 1981-82, it is in effect at more than half. Conversely, use of the traditional calendar—which stretches from after Labor Day until mid-June—has declined dramatically. In the 1970-71 academic year, 36 per cent of the institutions in Mr. Walz's survey used it, while this year only 5 per cent do.

The 4-1-4 schedule is used mainly by smaller colleges, he says. It offers students and faculty members the month of January for internships or intensive study away from the campus. It is sometimes used as an energy-saving device by institutions in the northern parts of the country.

The quarter plan, in which the academic year is divided into four parts starting in September, January, March, and June, was intended to encourage students to attend classes during the summer, and to provide an opportunity for more experimentation in coursework. At some institutions, however, faculty members have been debating the merits of a calendar that stretches until mid-June, because it gives students a late start in the summer job market.

Mr. Walz says some institutions point out what they see as disadvantages of a rival's calendar in an effort to attract students.

"At the University of Southern California, for example, students could be told, 'You'll be out by the end of April, while the University of California at Los Angeles's semester stretches until mid-June,' "—implying, Mr. Walz says, that by coming to U.S.C., students looking for summer jobs could get a jump on those at U.C.L.A. On the other hand, he points out, students at U.C.L.A. could work at their summer jobs until well into September.

In the University of California system, several campuses have considered switching from the quarter system to the early semester, but the only one to make the change so far is Berkeley. The move will be put into effect in the fall of 1983.

Such changes can play a role in campus politics, Mr. Walz says, because administrators must fit courses into two sessions, rather than three—which may mean that some courses would have to be eliminated.

The other campuses considering the early-semester are not likely to adopt it, says Patricia Bassett, assistant to Samuel Aroni, chairman of the U.C.L.A. academic senate.

"People are attached to the status quo," Ms. Bassett says. "There is also concern among faculty over their F.T.E. standing."

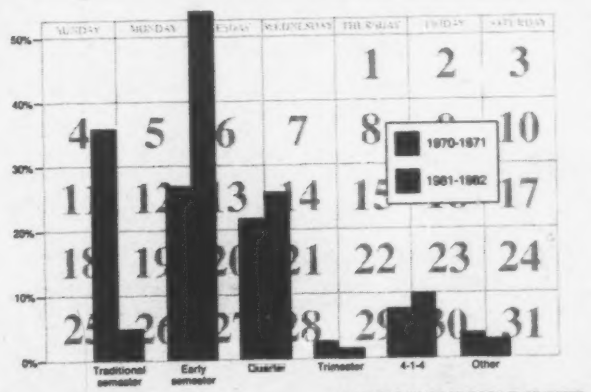
The number of full-time students, or "full-time equivalents," is used on many campuses to measure faculty members' teaching loads.

Mr. Walz says some institutions are adopting the early-semester instead of the quarter calendar because of a desire for uniformity among institutions in one state.

At Iowa State University, for example, nearly 60 per cent of the faculty members approved a switch from the quarter to the early-semester calendar.

John Sjoblom, registrar at Iowa State, cites several reasons for the change, which will become effective in the fall. Most important, the semester system cuts by one-third the paperwork involved in registration, administration of final examinations, grading, and graduation.

Another reason Iowa State faculty members approved the semester system, Mr. Sjoblom says, is because "it reduces the tendency toward compression and fragmentation of courses . . . and allows students to plan their entire year's coursework ahead of time."



More than half of U.S. colleges use early-semester plans, which usually extend from August to May. In 1970-71, only about 25 per cent used that calendar.

the wake of allegations against him by faculty members, administrators, and students.

J. Renwick Jackson, Jr., announced his resignation from the post he had held since 1969, following a recent meeting with the board of trustees at which "concerns about various activities" were raised, a spokesman for the college said. Few specific details have been made public.

Richard D. Weigle, a board member and former president of St. John's College in Maryland and New Mexico, has been named interim president of St. Mary's. Mr. Jackson has been hired as a senior consultant to the American Association of State Colleges and Universities.

▪ Female Law Enrollments Have Doubled Since 1974

The number of women enrolled in law schools approved by the American Bar Association has more than doubled since 1974, according to an association survey, but the rate of increase for the enrollment of women in first-year classes has dropped markedly in the past year.

The survey, covering 172 A.B.A.-approved law schools, found that the enrollment of women last fall totaled 44,986, about 35.3 per cent of all law students. That compared with enrollment of 21,788 women in 1974-75, accounting then for about 19.7 per cent of all students at 153 A.B.A.-approved schools.

In first-year classes, the number of women was up last fall by only 3.4 per cent, compared with a 13.2-per-cent gain the previous year.

Overall law-school enrollment rose 1.7 per cent this year, to 127,531, while the number of male students declined slightly for the sixth consecutive year.

▪ Clarification

Senior Learning Times, described in the January 13 issue of *The Chronicle*, is available from the College Board, Box C749, Pratt Street Station, Brooklyn, N.Y. 11205. Payment of $1.50 for single copies or $12 for 50 copies must accompany order.

▪ Correction

A Fact-File in the *The Chronicle*, January 27, reporting the Association of Research Libraries rankings of research libraries in 1980-81, gave an incorrect figure for spending for materials at Yale University. The correct amount for Yale is $3,334,137.

NIH Asked to Relax Gene-Research Rules

WASHINGTON

An independent advisory committee recommended last week that the National Institutes of Health relax—but not wholly discontinue—their regulation of gene-splicing research.

The Recombinant DNA Advisory Committee asked the director of N.I.H. to reject a proposal, tentatively adopted by the committee last September, which would have lifted virtually all federal regulation of experiments in which gene-splicing techniques are used.

Instead, it asked the director to adopt a plan in which the present mandatory restrictions on such research would be further relaxed, but not abandoned.

The plan would continue to require biosafety committees at universities to review the safety of certain categories of genetic experiments.

The institutes currently prohibit scientists receiving agency support from conducting five classes of experiments using recombinant DNA or gene-splicing techniques.

The proposal adopted by the committee in a 16-to-5 vote last week would be less stringent, requiring that the agency review the safety of three classes of experiments before they are conducted. Those experiments involve cloning genes for toxins, cloning genes for drug-resistant traits, and deliberately releasing genetically altered organisms into the environment.

Researchers who violate the rules could lose their federal research support, as is the case under the current guidelines.

Susan K. Gottesman, a senior investigator in molecular biology at N.I.H., drafted the proposal that was adopted by the committee as a compromise between lifting all federal regulation of genetic-engineering research and continuing to regulate researchers under the agency's current guidelines.

Most scientists believe that the potential health hazards from recombinant-DNA research are not as great as was feared in 1976, when the guidelines were adopted by N.I.H.

David Baltimore, professor of microbiology at the Massachusetts Institute of Technology and a member of the N.I.H. advisory committee, proposed last year that the guidelines be made voluntary—to reflect scientists' confidence in the safety of such research.

Some members of the committee objected to his proposal, fearing that the public would react unfavorably to the elimination of all federal control and push for more stringent local laws controlling such research.

An N.I.H. spokesman said the committee had been strongly influenced by letters from the public, including scientists, asking that the agency not adopt Mr. Baltimore's proposal.

—KIM McDONALD

Notes on . . .

Hispanic Studies

Many Hispanic educators say America's Spanish-speaking population has been insufficiently examined by social scientists. Academic studies of the condition of the education of Hispanics are in an especially "primitive" state, says Michael A. Olivas, research director for the League of Latin American Citizens.

As recently as 1973, a major summary of research on college students had no references to studies on Hispanic students, and so far no one has written a book on such students, Mr. Olivas points out in a recent report for Stanford University's Institute for Research on Education Finance and Governance.

Researchers, he adds, have yet to explain why bilingual education programs have been inadequate in most states, why Spanish-speaking students account for a large proportion of high-school dropouts, and why there are relatively few Hispanic students in four-year colleges.

Mr. Olivas's report, *Research on Hispanic Education: Students, Finance and Governance*, argues that many studies lump Hispanics with blacks under "minorities," and others fail to take into account regional differences or distinctions among Hispanic groups.

Other research tends to "blame Hispanics for their own school failure," Mr. Olivas contends.

▪

Albert M. Camarillo, director of the Stanford Center for Chicano Research at Stanford University, insists that the situation is improving. "In the past 10 years, research on Chicanos and Hispanics in general has tripled," he says.

Despite recent cuts in federal research funds, he says, interest in research on Hispanics is building, mainly because of the rapidly growing Hispanic population in this country.

The one-year-old Stanford center has just completed its "planning stage," and is preparing to begin a study of the historical development and current status of Mexican-American communities in Chicago, Los Angeles, and San Antonio, among other projects.

▪

Another developing undertaking is the National Hispanic University, which recently received state authorization to operate as a higher-education institution in California. The Oakland-based university is scheduled to begin classes this summer.

The university is an outgrowth of the National Hispanic Center for Advanced Studies and Policy Analysis, which is trying to "attract some of the best minds in the country to address different issues that affect the Hispanic community," says B. Roberto Cruz, president of the university and director of the center.

▪

Plans are also under way to establish a Hispanic Research Center at the University of Chicago. The National Opinion Research Center, an affiliate of the university, has received a $250,000 planning grant for the center from CBS Inc., and several private foundations have shown interest in supporting the project.

According to Pastora San Juan Cafferty, an associate professor at Chicago's school of social-service administration and director of planning for the center, it will "improve the quality, volume, and accessibility of objective information about Hispanics."

—LORENZO MIDDLETON

Salaries Are Up 10 Pct. in Year for Administrators

By JACK MAGARRELL

WASHINGTON

Median salaries of college and university administrators this year are up 10 per cent over last year, a survey by the College and University Personnel Association has found.

Salaries of administrators at public colleges and universities have risen by 8 per cent in the past year, according to the association, compared with an increase of 11.6 per cent for administrators at private institutions.

The survey collected data on 94 administrative positions from 1,391 colleges and universities.

On the average, percentage increases in administrators' salaries exceeded those of faculty members and the rise in the cost of living. The government's Consumer Price Index rose 8.9 per cent in 1981. Last fall's Chronicle Survey of faculty salaries for 1981-82 (*The Chronicle*, November 11) showed an overall increase of 9.2 per cent in median salaries.

The CUPA survey found that median salaries of women in administrative jobs were 45 per cent lower on the average than those of their male counterparts.

Median salaries of administrators who are members of minority groups average 12.7 per cent less this year than those of administrators who are not members of minority groups.

Salaries over $100,000

The report listed—but not by name or institution—57 administrators whose salaries this year exceed $100,000. Among them are 24 presidents and chancellors, 16 medical deans, 6 chief health-professions officers, 3 comptrollers, and 2 administrators of grants and contracts. The others are: a chief academic officer, a chief business officer, a chief development officer, a chief planning officer, an athletic director, and an administrator of a hospital medical center.

Increases in administrators' salaries generally were smaller at universities than at other types of institutions: 6.7 per cent, compared with 10.2 per cent at four-year and two-year colleges.

Adminstrators dealing with student affairs generally received larger increases than others—averaging 13 per cent, compared with 9 or 10 per cent for people in other areas.

Geographically, administrators in the South received the largest average increases, 11.9 per cent. The survey found that the one-year pay increases averaged 10.1 per cent in the East, 9.6 per cent in the Northwest, 9.3 per cent in the Midwest, and 8.5 per cent in the Southwest.

Administrators who were transferred or promoted within an institution were paid 4 per cent more, on the average, than those hired from outside the institution, the survey found.

For the first time, the CUPA survey reported the length of time administrators had held their present jobs.

Half the college and university presidents, for example, have held their posts for five years or less; a fourth of them have held the same jobs for nine years or more.

The position with the greatest stability, judging from the survey results, is that of director of men's athletics. Half of the people in that position have been in the same job for at least 8 years, and a fourth have held the same job of 14 years or more.

The report, *1981-82 Administrative Compensation Survey*, includes 86 tables showing administrative salaries by type and size of institution. Copies are available at $125 each ($60 for survey participants and $25 for association members) from the College and University Personnel Association, 11 Dupont Circle, Washington 20036.

FACT-FILE

Median Salaries of Administrators for 1981-82

	Public institutions	Private institutions	All universities	4-year institutions	2-year colleges	All institutions	1-year change	3-year average
Chief executive of a system	$63,100	$59,200	$70,000	$52,830	$57,600	$62,700	+ 6.2%	+ 8.2%
Chief executive of a single institution	52,000	50,000	62,300	50,000	46,461	51,744	+ 7.5%	+ 8.1%
Executive vice-president	46,000	40,000	53,820	39,000	41,189	43,500	+11.9%	+ 7.1%
Chief academic officer	43,000	37,525	52,800	37,715	36,630	41,110	+ 9.5%	+ 8.1%
Chief budgeting officer	33,580	31,008	36,000	28,900	29,824	33,169	+ 8.6%	+ 8.3%
Chief business officer	40,535	35,500	50,000	35,000	34,936	39,000	+ 9.1%	+ 9.2%
Chief development officer	36,500	33,700	42,039	32,500	28,688	35,000	+ 9.1%	+ 9.1%
Chief development and public-relations officer	35,076	39,984	44,300	33,389	27,864	35,800	+10.9%	+ 9.4%
Chief health-professions officer	43,224	54,400	72,345	32,000	32,182	47,960	+24.2%	+13.6%
Chief planning officer	37,640	32,100	42,070	30,555	33,120	36,570	+ 9.7%	+ 8.3%
Chief planning and budget officer	42,425	33,350	46,413	33,000	34,004	41,669	+ 6.8%	+ 7.9%
Chief public-relations officer	31,078	22,000	36,480	22,000	25,848	26,712	+11.5%	+11.1%
Chief student-affairs officer	37,837	29,052	42,465	29,318	33,612	34,330	+ 9.4%	+ 8.9%
Administrator, grants and contracts	32,400	23,850	34,000	23,200	27,512	30,070	—	—
Administrator, hospital medical center	61,500	68,000	62,402	—	—	61,500	—	—
Bursar	23,882	19,910	26,700	18,500	19,350	22,099	—	—
Comptroller	31,800	27,201	36,000	24,879	27,000	29,895	+ 9.0%	+ 8.5%
Registrar	28,660	21,929	30,000	22,320	25,420	25,468	+ 9.4%	+ 8.7%
Director, admissions	28,826	25,500	30,640	25,455	25,644	27,287	+ 9.9%	+ 9.4%
Director, admissions and financial aid	31,075	29,500	36,796	27,000	26,487	30,000	+ 8.3%	+10.6%
Director, affirmative action, equal employment	28,892	26,500	30,140	25,000	25,688	28,600	+12.2%	+10.1%
Director, alumni affairs	24,500	20,000	25,662	18,600	16,000	21,907	+ 7.3%	+ 8.0%
Director, athletics	33,867	27,350	36,586	27,229	29,500	30,902	+ 8.6%	+ 9.7%
Director, athletics, men	35,319	27,932	36,967	28,894	29,491	32,341	—	—
Director, athletics, women	28,704	21,333	28,000	21,333	28,986	25,485	—	—
Director, auxiliary services	30,804	25,000	35,040	25,438	25,155	30,000	—	—
Director, bookstore	21,000	15,120	24,660	14,609	16,721	18,150	+11.5%	+ 9.6%
Director, campus recreation and intramurals	23,149	18,126	24,500	17,316	23,023	21,660	—	—
Director, campus security	24,000	19,180	25,590	18,850	20,604	21,751	+10.9%	+ 8.8%
Director, church relations	—	19,500	25,500	18,667	—	20,000	—	—
Director, community services	29,209	22,988	30,011	23,500	29,172	28,408	+ 5.2%	+ 4.9%
Director, computer services	32,350	27,000	36,600	26,106	28,200	29,999	+10.7%	+ 9.4%
Director, development and alumni affairs	33,090	30,000	35,000	26,100	31,881	32,044	+17.0%	+ 4.7%
Director, educational-media services	27,210	19,520	27,800	19,740	23,014	23,831	—	—
Director, employee training	25,236	23,800	24,192	—	33,000	24,972	—	—
Director, food services	25,850	23,000	28,548	22,500	19,664	24,089	+ 7.8%	+ 8.3%
Director, foreign students	24,840	20,952	24,150	20,000	25,281	24,000	—	—
Director, housing and food services	—	31,176	36,000	25,640	—	—	+ 6.9%	+ 9.7%
Director, information office	24,579	21,500	26,608	20,200	21,264	23,408	+ 9.2%	+ 6.5%
Director, information systems	35,104	33,000	37,250	25,000	33,150	34,726	+11.2%	+10.8%
Director, institutional research	30,866	24,500	33,500	25,333	27,900	29,697	+ 8.2%	+ 7.1%
Director, internal audit	29,000	26,400	29,700	21,600	27,100	28,380	—	—
Director, international-studies education	32,244	25,761	33,602	25,000	30,400	31,000	—	—
Director, learning-resources center	30,400	20,604	32,894	21,505	29,200	28,408	—	—
Director, legal services	39,000	45,617	42,600	30,729	33,000	41,000	+10.6%	+11.8%
Director, library services	32,520	24,376	38,000	24,700	26,416	28,427	+ 8.8%	+ 9.0%
Director, news bureau	25,210	18,100	24,726	16,950	22,426	21,200	—	—
Director, personnel and affirmative action	26,729	22,000	29,478	22,000	24,024	25,530	+ 9.1%	+ 4.6%
Director, personnel and human resources	32,150	25,500	33,700	23,650	30,456	29,700	+ 8.4%	+10.2%
Director, physical plant	30,000	24,700	35,172	24,404	26,316	27,995	+ 9.3%	+ 8.8%
Director, publications	25,560	20,604	25,414	19,360	23,588	23,000	—	—
Director, purchasing	25,282	20,700	27,242	20,000	23,154	24,000	+ 9.7%	+ 9.3%
Director, risk management and insurance	28,548	25,000	30,218	—	22,049	27,600	—	—
Director, special and deferred gifts	30,000	25,300	30,000	23,353	27,903	27,400	—	—
Director, student counseling	29,047	22,863	29,615	22,550	27,427	26,994	+ 8.1%	+ 8.2%
Director, student financial aid	25,296	20,100	27,540	20,295	23,280	23,307	+10.8%	+ 9.1%
Director, student health services								
Physician	47,907	40,000	49,932	37,667	25,132	46,667	—	—
Nurse	20,000	15,600	19,000	15,693	18,500	17,417	—	—
Director, student housing	24,987	17,250	25,080	17,582	17,012	20,943	+10.7%	+ 7.6%
Director, student placement	25,574	19,770	26,250	19,800	22,600	22,600	+ 9.5%	+ 7.8%
Director, student union	26,145	19,000	26,145	20,000	25,463	24,000	+ 8.9%	+ 9.4%
Dean, architecture	48,072	50,000	49,500	34,667	—	48,150	+ 5.4%	+ 7.5%
Dean, agriculture	45,140	—	51,600	—	30,400	44,991	+10.2%	+ 9.7%
Dean, arts and letters	39,305	32,400	45,450	32,583	35,370	39,005	+ 8.2%	+ 5.9%
Dean, arts and sciences	42,152	43,000	46,776	40,141	32,120	42,350	+ 9.5%	+ 8.5%
Dean, business	39,238	40,667	48,048	36,816	31,621	39,828	+ 8.5%	+ 8.0%
Dean, communications	34,528	32,450	44,420	29,200	30,342	34,500	– 0.6%	+ 6.0%
Dean, continuing education	36,000	29,160	38,920	29,000	31,326	33,825	+ 9.4%	+ 8.6%
Dean, dentistry	64,719	66,780	66,769	—	37,467	64,719	+ 6.4%	+ 8.1%
Dean, education	44,000	33,722	46,440	36,043	30,009	42,239	+ 6.9%	+ 7.9%
Dean, engineering	48,072	51,084	55,000	40,125	31,288	48,700	+10.7%	+ 8.4%
Dean, experimental programs	—	—	—	20,000	34,075	—	—	—
Dean, extension	36,728	24,737	46,000	27,000	30,485	36,700	+ 2.0%	+ 4.7%
Dean, fine arts	40,700	32,000	45,000	30,667	32,275	38,848	+11.1%	+ 7.9%
Dean, graduate programs	44,855	36,400	45,500	34,856	—	42,922	+ 8.8%	+ 7.5%
Dean, health-related professions	37,000	37,450	47,540	37,000	32,976	37,000	+ 3.0%	+ 9.5%
Dean, home economics	42,080	27,650	45,600	27,864	26,085	40,146	+ 4.9%	+ 8.1%
Dean, humanities	35,552	28,837	41,508	29,500	32,578	33,205	+ 8.5%	+ 9.1%
Dean, instruction	40,536	—	—	—	40,396	—	+14.8%	+16.1%
Dean, law	60,345	62,190	62,004	—	—	61,798	+11.3%	+ 9.6%
Dean, library and information sciences	38,700	34,240	42,330	36,060	30,960	38,600	– 0.7%	+ 8.1%
Dean, mathematics	34,011	24,046	—	26,003	31,568	31,500	—	—
Dean, medicine	80,000	95,000	83,400	—	—	81,303	+ 4.1%	+ 8.0%
Dean, music	38,400	33,722	40,020	27,037	31,524	36,100	+ 8.1%	+ 7.5%
Dean, nursing	37,500	33,600	44,028	32,100	30,420	36,634	+ 6.2%	+ 6.3%
Dean, pharmacy	53,200	52,000	53,004	—	—	53,200	+ 9.1%	+ 7.4%
Dean, public health	—	—	—	—	—	—	+42.2%	+11.9%
Dean, sciences	37,300	29,200	45,570	32,277	33,732	36,000	+10.1%	+ 7.8%
Dean, social sciences	34,000	26,593	38,925	30,600	32,000	32,843	+ 8.0%	+ 8.8%
Dean, social work	46,560	35,000	48,825	28,997	—	45,840	+15.2%	+ 8.6%
Dean, special programs	30,800	26,400	—	28,880	29,390	29,390	+14.0%	+ 6.1%
Dean, undergraduate programs	39,868	36,000	45,840	33,000	33,000	39,200	+ 3.0%	+ 4.7%
Dean, veterinary medicine	—	—	60,000	—	—	—	+ 7.3%	+ 7.9%
Dean, vocational education	35,630	26,182	41,640	35,330	33,319	35,258	+ 6.1%	+ 8.7%

— No data

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

This Year's Freshmen Found Oriented Toward Financial Success

LOS ANGELES

This year's college freshmen, more than their recent predecessors, have money on their minds.

A survey of the characteristics and attitudes of 192,248 students who entered college as first-year students last fall has found that financial success is a big reason for their going to college and an important goal in their lives.

Only 10 years ago, fewer than half the freshmen said that being "able to make more money" was a very important reason for going to college. Now 67 per cent term it very important.

Student interest in business careers has nearly doubled since 1968, the survey found. This year, nearly a fourth of all freshmen plan to major in some aspect of business, and a tenth plan to be business executives.

The proportion of students who say that "being very well off financially" is a very important goal has grown from 49 per cent in 1969 to 65 per cent in 1981.

"This increasing materialism has been accompanied by increased political conservatism," says Alexander W. Astin, director of the survey.

21 Pct. Are Conservative

The proportion of freshmen who label themselves conservative, including those who consider themselves "far right," has increased from about 17 per cent three years ago to nearly 21 per cent this year.

The proportion of conservatives among new students was even higher in 1969. In that year of anti-war demonstrations, 23 per cent of the freshmen called themselves conservative.

As usual, a majority of students this year—nearly 60 per cent—put themselves in the middle of the road politically. The proportion who identify themselves as "far left" dropped to 1.6 per cent this year from 2.1 per cent last year, while those who call themselves "far right" dropped to 1.1 per cent from 1.2 per cent.

There are now 21 per cent to the right and 20 per cent to the left of middle, according to the survey, compared with 15 per cent on the right and 38 per cent on the left a decade ago.

Mr. Astin notes a decline in the proportion of students who give major importance to idealism and helping others.

In the past year alone, the proportion of freshmen who say they include "helping others in difficulty" among "very important life goals" has declined from 65 per cent to 63 per cent; "participating in programs to clean up the environment" from 27 per cent to 25 per cent; and "helping to promote racial understanding" from 33 per cent to 31 per cent.

The goal of "developing a meaningful philosophy of life" was rated very important by 83 per cent of the freshmen in 1967, by 50 per cent last year, and by 49 per cent this year.

'Selfish and Materialistic'

"This pattern of declining altruism and idealism, together wih increasing conservatism and materialism, may mean that selfish and materialistic interests are difficult to reconcile with concerns about the quality of life and the welfare of others," Mr. Astin says. "In recent years the latter seem to be losing ground to the former."

The surveys of new freshmen have been conducted since 1966 as part of the Cooperative Institutional Research Program sponsored by the University of California at Los Angeles and the American Council on Education.

The 1981 survey includes data from 192,248 entering freshmen at 368 colleges and universities. Part-time students were not included. Students at most proprietary, special vocational, and semiprofessional institutions were not included, but those attending two-year colleges with occupational programs were included.

Copies of the report are available for $7.50 each from the Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles 90024.

First 6 Grants in TV Project Total $5-Million

WASHINGTON

The Annenberg Project, a $150-million plan to bring college-level courses to television, took a step on its way from the drawing board to the airwaves last week. The Corporation for Public Broadcasting, which administers the project, announced that six institutions had been awarded a total of $5-million to create "telecourses."

Walter H. Annenberg, publisher of *TV Guide* and former U.S. Ambassador to Great Britain, last year pledged $10-million a year for 15 years to explore the use of telecommunications in higher education.

Proposals for grants from the Corporation for Public Broadcasting/the Annenberg School of Communications Project will be considered twice a year. The deadline for the next round of proposals is April 5. Decisions on those applications are expected to be made in September.

The six first-round winners are:

▶ A consortium of four institutions—the Coast Community Colleges, Dallas County Community College, Miami-Dade Community College, and the Southern California Consortium for Community College Television: for a telecourse in English composition and rhetoric and one in computers. The courses, which will lead to associate and bachelor's degrees, are scheduled to be available in the spring of 1984.

▶ The California Institute of Technology: for a telecourse in introductory physics to be entitled "The Mechanical Universe," scheduled for the fall of 1984.

▶ The American Political Science Association and WETA-TV in Washington: for a telecourse called "Congress: We the People" to be available by the end of 1983.

▶ New York's WNET-TV, in collaboration with W. H. Freeman, the book-publishing affiliate of *Scientific American:* for an introductory physiological-psychology telecourse called "Brain, Mind, and Behavior." It will be based on the television series "The Brain" and is projected for 1984.

▶ The Committee on Institutional Cooperation, a consortium of several Big 10 universities and the University of Chicago: for the creation of audio portions of TV programs and radio components for some of its bachelor's-level correspondence courses. The experiment is designed to determine how audio and radio can improve student performance and interest in those courses.

▶ The University of Nebraska at Lincoln: to demonstrate and test alternative instructional approaches in videodisc form. The money will be used for courses in physics, chemistry, and biology. —MARIA RUDENSKY

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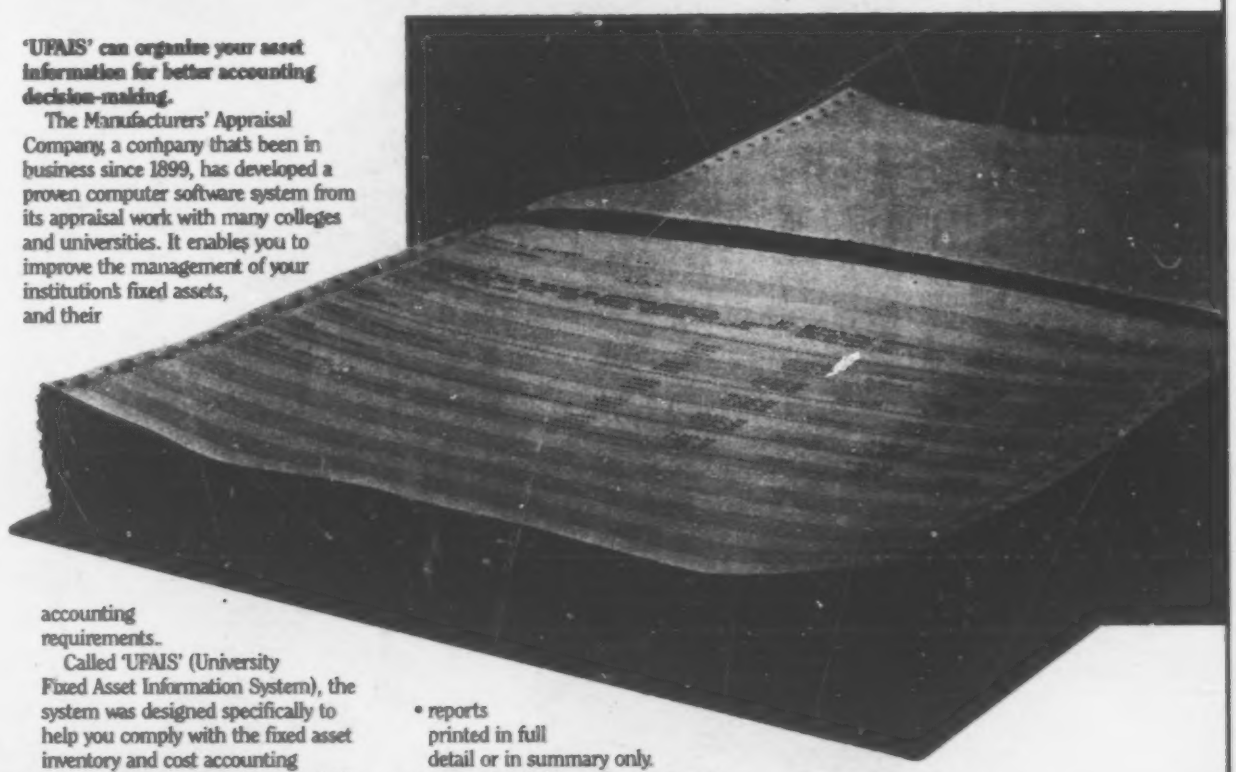

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FACT–FILE

Freshman Characteristics and Attitudes

A national profile based on responses of 192,000 students who entered college in the fall of 1981

Characteristics

Age by December 31, 1981:	
16 or younger	0.1%
17	2.5%
18	74.1%
19	18.8%
20	1.9%
21	0.7%
22	0.4%
23-25	0.7%
26-29	0.4%
30 or older	0.6%
Racial background:	
White/Caucasian	88.5%
Black/Negro/ Afro-American	8.6%
American Indian	1.0%
Oriental	1.1%
Mexican-American/ Chicano	0.9%
Puerto Rican-American	0.6%
Other	1.5%
Average grade in high school:	
A or A+	9.2%
A–	11.4%
B+	19.3%
B	26.7%
B–	14.2%
C+	11.8%
C	7.1%
D	0.3%
Academic rank in high school:	
Top 20%	39.2%
Second 20%	23.6%
Middle 20%	30.4%
Fourth 20%	6.0%
Lowest 20%	0.8%
Year of high-school graduation:	
1981	93.8%
1980	2.7%
1979	0.7%
1978 or earlier	1.7%
H. S. equivalency (G. E. D. test)	0.7%
Never completed high school	0.3%
Marital status:	
Not presently married	98.7%
Married, living with spouse	1.1%
Married, not living with spouse	0.3%
Veteran:	
No	98.7%
Yes	1.3%
Have had remedial work in:	
English	5.2%
Reading	5.1%
Mathematics	7.0%
Social studies	3.9%
Science	3.8%
Foreign language	3.1%
Will need remedial work in:	
English	11.6%
Reading	4.7%
Mathematics	21.4%
Social studies	2.6%
Science	9.0%
Foreign language	7.6%
Disabled:	
No	94.3%
Yes	5.7%
Type of disability:	
Hearing	8.9%
Speech	2.1%
Visual	48.9%
Orthopedic	13.6%
Learning disability	5.2%
Health-related	12.4%
Other	6.5%
Does handicap require architectural accommodations?	
No	98.3%
Yes	1.7%
Residence planned during fall term:	
With parents, relatives	30.3%
Other private home or apartment	5.9%
College dormitory	60.6%
Fraternity/sorority house	0.7%
Other campus housing	1.7%
Other	0.8%
Residence preferred during fall term:	
With parents or relatives	18.5%
Other private home or apartment	24.7%
College dormitory	45.8%
Fraternity/sorority house	4.9%
Other campus housing	4.0%
Other	2.3%
Current religious preference:	
Jewish	3.0%
Protestant	35.4%
Roman Catholic	37.0%
Other	17.3%
None	7.3%
Are you a reborn Christian:	
No	73.7%
Yes	26.3%
Father's religious preference:	
Jewish	3.4%
Protestant	37.4%
Roman Catholic	36.1%
Other	16.6%
None	6.6%
Father's occupation:	
Artist (incl. performer)	0.8%
Businessman	29.0%
Clergy or religious worker	1.1%
College teacher or admin.	0.9%
Doctor or dentist	2.2%
Educator (secondary)	3.6%
Educator (elementary)	0.6%
Engineer	8.8%
Farmer or forester	4.4%
Health professional (non-M.D.)	1.3%
Lawyer	1.5%
Military career	1.9%
Research scientist	0.6%
Skilled worker	11.0%
Semi-skilled worker	4.9%
Laborer (unskilled)	3.2%
Unemployed	2.1%
Other occupation	21.9%
Father's education:	
Grammar school or less	5.1%
Some high school	10.5%
High school graduate	29.2%
Postsecondary other than college	4.5%
Some college	13.4%
College degree	20.1%
Some graduate school	2.4%
Graduate degree	14.9%
Mother's religious preference:	
Jewish	3.3%
Protestant	38.1%
Roman Catholic	37.7%
Other	17.3%
None	3.6%
Mother's occupation:	
Artist (incl. performer)	1.3%
Businesswoman	9.8%
Business (clerical)	11.3%
Clergy or religious worker	0.1%
College teacher or admin.	0.3%
Doctor or dentist	0.2%
Educator (secondary)	3.2%
Educator (elementary)	5.8%
Engineer	0.1%
Farmer or forester	0.4%
Health professional (non-M.D.)	1.7%
Homemaker (full-time)	23.2%
Lawyer	0.1%
Nurse	7.5%
Research scientist	0.1%
Social, welfare, rec. worker	1.2%
Skilled worker	1.9%
Semi-skilled worker	3.5%
Laborer (unskilled)	2.3%
Unemployed	6.5%
Other occupation	17.4%
Mother's education:	
Grammar school or less	3.1%
Some high school	8.7%
High school graduate	41.7%
Postsecondary other than college	6.7%
Some college	14.5%
College degree	16.7%
Some graduate school	2.1%
Graduate degree	6.4%
Number of older brothers:	
None	44.2%
One	32.7%
Two	14.2%
Three or more	8.9%
Number of older sisters:	
None	45.7%
One	32.2%
Two	13.7%
Three or more	8.4%
Number of younger brothers:	
None	48.4%
One	36.8%
Two	11.2%
Three or more	3.6%
Number of younger sisters:	
None	49.9%
One	36.4%
Two	10.5%
Three or more	3.3%
Students estimate chances are very good that they will:	
Change major field	12.1%
Change career choice	11.5%
Fail one or more courses	1.7%
Graduate with honors	11.2%
Be elected to student office	2.8%
Get a job to pay college expenses	40.7%
Join a social fraternity or sorority	18.1%
Live in a coeducational dorm	28.8%
Be elected to an honor society	7.4%
Make at least a "B" average	40.6%
Need extra time to complete degree	5.6%
Need tutoring in some courses	9.8%
Work at outside job	23.4%
Seek vocational counseling	6.1%
Seek individual counseling	4.1%
Get a bachelor's degree	64.8%
Participate in student protests	3.7%
Drop out temporarily	1.3%
Drop out permanently	1.0%
Transfer to another college	11.1%
Be satisfied with college	55.8%
Find a job in a preferred field	70.8%
Marry while in college	5.1%
Marry within a year after college	17.2%
Number of other colleges applied to for admission this year:	
None	38.0%
One	18.0%
Two	17.2%
Three	13.3%
Four	6.6%
Five	3.4%
Six or more	3.6%
Number of other college acceptances this year:	
None	19.6%
One	30.8%
Two	24.3%
Three	14.8%
Four	6.1%
Five	2.3%
Six or more	2.1%
College attended is student's:	
First choice	74.5%
Second choice	19.4%
Third choice	4.2%
Less than third choice	1.8%
Distance from home to college:	
5 miles or less	9.1%
6-10 miles	10.5%
11-50 miles	25.1%
51-100 miles	16.6%
101-500 miles	30.8%
More than 500 miles	7.9%
Reasons noted as very important in deciding to go to college:	
Parents' wishes	32.5%
Could not find job	5.8%
Wanted to get away from home	9.5%
Reasons noted as very important in deciding to go to college (cont.)	
Able to get a better job	76.3%
Gain general education	67.4%
Improve reading-study skills	39.7%
Nothing better to do	2.3%
Become a more cultured person	33.5%
Able to make more money	67.0%
Learn more about things	73.3%
Meet new, interesting people	55.4%
Prepare for graduate school	45.4%
Reasons noted as very important in selecting college attended:	
Relatives' wishes	6.6%
Teacher's advice	4.1%
Good academic reputation	53.0%
Offered financial assistance	15.4%
Advice of former student	14.8%
Offers special programs	26.6%
Low tuition	17.7%
Advice of guidance counselor	7.6%
Wanted to live at home	10.5%
Friend's suggestion	7.2%
Recruited by college	4.6%
Not accepted elsewhere	2.7%
Highest degree planned at college attended:	
None	4.6%
Associate (or equiv.)	27.7%
Bachelor's (B.A., B.S.)	51.2%
Master's (M.A., M.S.)	10.6%
Ph.D. or Ed.D.	1.4%
M.D., D.O., D.D.S., or D.V.M.	1.3%
LL.B. or J.D.	0.9%
B.D. or M.Div.	0.3%
Other	1.9%
Highest degree planned anywhere:	
None	2.1%
Associate (or equiv.)	8.4%
Bachelor's (B.A., B.S.)	37.8%
Master's (M.A., M.S.)	31.0%
Ph.D. or Ed.D.	7.9%
M.D., D.O., D.D.S., or D.V.M.	5.9%
LL.B. or J.D.	4.0%
B.D. or M.Div.	0.5%
Other	2.3%
Probable field of study:	
Accounting	5.8%
Aeronautical engineering	1.2%
Agriculture	2.6%
Anthropology	0.1%
Architecture, urban planning	0.8%
Art, fine and applied	2.2%
Arts and humanities (misc.)	0.6%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.4%
Biological sciences (misc.)	0.6%
Biology (general)	1.6%
Botany	0.1%
Building trades	0.3%
Business (misc.)	1.3%
Business admin. (general)	7.4%
Business education	0.2%
Chemical engineering	1.2%
Chemistry	0.8%
Civil engineering	1.1%
Communications	2.1%
Computer science	3.5%
Data-processing, computer programming	3.0%
Drafting or design	0.7%
Earth science	0.3%
Economics	0.4%
Education (misc.)	0.4%
Electrical or electronic engr.	3.6%
Electronics	0.8%
Elementary education	2.6%
Engineering (misc.)	2.0%
English	0.9%
Finance	0.7%
Foreign language	0.5%
Probable field of study (cont.)	
Geography	0.0%
Health technology	1.6%
History	0.6%
Home economics	0.5%
Industrial engineering	0.5%
Forestry	0.9%
Journalism	1.6%
Law enforcement	1.1%
Library or archival science	0.0%
Management	4.2%
Marine science	0.2%
Marine-life science	0.4%
Marketing	1.9%
Mathematics	0.6%
Mechanical engineering	2.4%
Mechanics	0.6%
Microbiology or bacteriology	0.2%
Military science	0.1%
Music	1.3%
Music and art education	0.3%
Nursing	3.8%
Pharmacy	0.4%
Philosophy	0.1%
Physical education	1.5%
Physical sciences (misc.)	0.2%
Physics	0.4%
Political science	1.9%
Pre-dental, pre-medical, pre-veterinary	3.0%
Professional (misc.)	1.4%
Psychology	2.2%
Secondary education	0.7%
Secretarial studies	2.4%
Social work	1.1%
Social sciences (misc.)	0.2%
Sociology	0.3%
Special education	1.4%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.7%
Theology and religion	0.3%
Therapy	1.8%
Zoology	0.4%
Other fields	1.3%
Other technical fields	0.6%
Undecided	4.7%
Probable career occupation:	
Accountant or actuary	5.5%
Actor or entertainer	0.9%
Architect or urban planner	1.3%
Artist	1.8%
Business (clerical)	2.1%
Business executive	10.2%
Business proprietor	2.8%
Business salesperson or buyer	1.1%
Clergy (minister or priest)	0.3%
Clergy (misc.)	0.2%
Clinical psychologist	0.9%
College teacher	0.2%
Computer programmer or analyst	6.9%
Conservationist or forester	1.3%
Dentist	0.7%
Dietitian or home economist	0.4%
Educator (elementary)	3.5%
Educator (secondary)	2.0%
Engineer	10.9%
Farmer or rancher	1.5%
Foreign service worker	0.5%
Homemaker (full-time)	0.2%
Interior decorator	0.5%
Interpreter	0.2%
Journalist or writer	2.2%
Lab technician or hygienist	1.2%
Law enforcement officer	0.9%
Lawyer or judge	3.9%
Military service	1.0%
Musician	1.2%
Nurse	3.9%
Optometrist	0.2%
Pharmacist	0.4%
Physician	3.4%
Research scientist	1.6%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or rec. worker	1.5%
Statistician	0.1%
Therapist	2.1%

Continued on Following Page

FACT-FILE—Continued

Probable career occupation (continued):	
Veterinarian	1.2%
Skilled trades	1.7%
Other occupation	7.2%
Undecided	10.1%
Estimated parental income:	
Less than $4,000	3.3%
$4,000-$5,999	2.4%
$6,000-$7,999	2.7%
$8,000-$9,999	3.2%
$10,000-$12,499	6.1%
$12,500-$14,999	5.7%
$15,000-$19,999	10.5%
$20,000-$24,999	15.2%
$25,000-$29,999	11.5%
$30,000-$34,999	10.5%
$35,000-$39,999	7.9%
$40,000-$49,999	9.0%
$50,000-$99,999	9.2%
$100,000 or more	2.7%
Persons currently dependent on parents for support:	
One	5.4%
Two	10.0
Three	20.6%
Four	26.7%
Five	21.7%
Six or more	15.6%
Number of other dependents currently attending college:	
None	65.6%
One	24.9%
Two	6.8%
Three or more	2.7%
Concern about financing college:	
No concern	32.4%
Some concern	51.6%
Major concern	16.0%
Support from parental aid:	
None	30.8%
Support from parental aid: (continued):	
$1-$499	18.9%
$500-$999	10.5%
$1,000-$1,499	8.3%
$1,500-$2,000	7.5%
Over $2,000	24.0%
Support from spouse:	
None	99.1%
$1-$499	0.5%
$500-$999	0.2%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.2%
Support from Pell Grant:	
None	74.0%
$1-$499	9.6%
$500-$999	7.9%
$1,000-$1,499	5.1%
$1,500-$2,000	2.8%
Over $2,000	1.6%
Pell Grant:	
Heard of the program	64.2%
Applied for aid	42.7%
Qualified for aid	26.9%
Support from supplemental educational opportunity grant:	
None	94.3%
$1-$499	2.5%
$500-$999	1.8%
$1,000-$1,499	0.9%
$1,500-$2,000	0.4%
Over $2,000	0.1%
Support from state scholarship or grant:	
None	86.2%
$1-$499	6.7%
$500-$999	3.7%
$1,000-$1,499	1.9%
$1,500-$2,000	0.9%
Support from state scholarship or grant (continued):	
Over $2,000	0.6%
Support from college grant:	
None	88.6%
$1-$499	3.8%
$500-$999	2.7%
$1,000-$1,499	1.9%
$1,500-$2,000	1.1%
Over $2,000	1.9%
Support from college work-study grant:	
None	88.0%
$1-$499	4.3%
$500-$999	5.1%
$1,000-$1,499	2.2%
$1,500-$2,000	0.4%
Over $2,000	0.1%
Support from personal G.I. benefits:	
None	99.3%
$1-$499	0.2%
$500-$999	0.1%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.2%
Support from parent's G.I. benefits:	
None	99.0%
$1-$499	0.4%
$500-$999	0.2%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.2%
Support from other private grants:	
None	93.2%
$1-$499	3.3%
$500-$999	1.7%
$1,000-$1,499	0.9%
$1,500-$2,000	0.5%
Over $2,000	0.5%
Support from full-time employment:	
None	98.0%
$1-$499	0.9%
$500-$999	0.5%
$1,000-$1,499	0.2%
$1,500-$2,000	0.1%
Over $2,000	0.3%
Support from part-time employment:	
None	76.4%
$1-$499	15.7%
$500-$999	5.2%
$1,000-$1,499	1.6%
$1,500-$2,000	0.5%
Over $2,000	0.6%
Support from summer work:	
None	56.5%
$1-$499	21.9%
$500-$999	12.3%
$1,000-$1,499	5.7%
$1,500-$2,000	2.0%
Over $2,000	1.6%
Support from other savings:	
None	81.0%
$1-$499	11.8%
$500-$999	3.4%
$1,000-$1,499	1.7%
$1,500-$2,000	0.8%
Over $2,000	1.4%
Federal guaranteed student loan:	
Heard of program	43.8%
Applied for aid	20.9%
Qualified for aid	19.1%
Support from federal guaranteed student loan:	
None	73.7%
$1-$499	1.6%
$500-$999	2.3%
$1,000-$1,499	3.4%
$1,500-$2,000	4.7%
Support from federal guaranteed student loan:	
Over $2,000	14.4%
Support from college loan:	
None	96.3%
$1-$499	0.7%
$500-$999	0.7%
$1,000-$1,499	0.6%
$1,500-$2,000	0.5%
Over $2,000	1.0%
Support from national direct student loan:	
None	92.4%
$1-$499	1.6%
$500-$999	2.0%
$1,000-$1,499	1.5%
$1,500-$2,000	0.9%
Over $2,000	1.5%
Support from other loan:	
None	95.8%
$1-$499	0.6%
$500-$999	0.7%
$1,000-$1,499	0.7%
$1,500-$2,000	0.7%
Over $2,000	1.5%
Support from social security benefits:	
None	94.2%
$1-$499	2.5%
$500-$999	1.0%
$1,000-$1,499	0.8%
$1,500-$2,000	0.5%
Over $2,000	0.9%
Other sources of support:	
None	96.3%
$1-$499	1.5%
$500-$999	0.5%
$1,000-$1,499	0.3%
$1,500-$2,000	0.2%
Over $2,000	1.1%

Attitudes

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Prt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Student's political views:													
Far left	1.9%	1.4%	1.6%	1.9%	2.2%	1.8%	1.6%	1.5%	1.3%	1.2%	1.3%	5.5%	3.3%
Liberal	18.1%	18.1%	18.1%	16.6%	15.1%	17.8%	22.2%	17.0%	17.4%	19.4%	23.8%	26.7%	30.7%
Middle-of-the-road	55.0%	64.0%	59.6%	64.2%	60.4%	60.1%	53.3%	53.2%	61.0%	57.1%	48.4%	45.6%	46.8%
Conservative	23.5%	15.9%	19.6%	16.1%	21.1%	19.4%	21.7%	27.2%	19.4%	21.5%	25.4%	17.0%	17.5%
Far right	1.6%	0.6%	1.1%	1.2%	1.1%	1.0%	1.2%	1.1%	0.9%	0.9%	1.1%	5.2%	1.9%
Student agrees strongly or somewhat that:													
Government isn't protecting consumer	65.7%	74.8%	70.4%	72.6%	75.0%	71.5%	69.8%	68.4%	69.2%	66.7%	62.3%	78.5%	79.2%
Government isn't controlling pollution	73.2%	81.8%	77.6%	77.5%	78.9%	78.2%	79.6%	77.2%	78.7%	76.1%	76.6%	77.8%	79.7%
Criminals have too many rights	74.2%	64.2%	69.1%	70.5%	67.9%	68.7%	67.3%	70.2%	67.3%	68.3%	66.7%	56.4%	55.8%
Money is needed to solve urban problems	46.5%	45.9%	46.2%	48.5%	49.1%	46.2%	45.7%	44.6%	46.9%	42.7%	43.2%	63.7%	64.3%
People should not obey laws that violate their beliefs	35.3%	30.0%	32.5%	35.4%	33.1%	31.3%	32.6%	31.5%	30.6%	29.3%	31.3%	41.1%	40.1%
Inflation is the country's biggest domestic problem	76.0%	81.3%	78.7%	81.6%	80.5%	79.4%	75.5%	76.4%	77.5%	76.3%	71.1%	81.5%	81.1%
The death penalty should be abolished	24.7%	35.2%	30.1%	29.7%	30.7%	29.6%	32.1%	30.7%	37.5%	28.2%	33.1%	51.4%	48.1%
Government should provide a national health care plan	51.7%	57.8%	54.8%	59.0%	57.8%	56.8%	53.6%	48.2%	55.8%	48.4%	45.9%	76.5%	70.9%
An energy shortage is causing a depression	79.8%	82.4%	81.2%	81.0%	80.8%	82.0%	82.1%	81.0%	80.3%	80.8%	79.4%	81.8%	83.3%
Abortion should be legalized	53.0%	54.7%	53.9%	53.8%	47.0%	55.2%	59.0%	41.9%	31.9%	58.9%	58.2%	56.5%	60.5%
Grading in high school is too easy	59.3%	56.1%	57.6%	55.5%	51.5%	56.4%	60.3%	61.5%	54.8%	60.9%	64.4%	38.4%	42.1%
Women's activities should be confined to the home	35.0%	19.3%	26.9%	30.0%	31.1%	27.0%	23.4%	30.5%	23.4%	22.7%	19.8%	44.4%	31.4%
Couples should live together before marriage	48.1%	37.7%	42.7%	48.2%	37.4%	40.8%	45.1%	26.7%	31.4%	42.2%	41.7%	47.3%	45.6%
Large families should be discouraged	47.1%	37.2%	42.0%	42.7%	39.7%	41.6%	42.7%	41.5%	27.3%	44.3%	42.0%	35.2%	29.3%
Divorce laws should be liberalized	47.3%	41.2%	44.2%	48.8%	43.8%	45.1%	43.4%	29.8%	32.0%	42.6%	39.2%	60.2%	56.2%
It is all right for people who like each other to have sex	62.8%	32.2%	47.0%	51.9%	38.0%	46.0%	48.3%	29.3%	32.5%	49.0%	46.3%	50.2%	48.2%
Women should have job equality	88.6%	96.6%	92.7%	91.0%	90.6%	93.4%	94.2%	92.7%	93.9%	94.3%	95.3%	87.7%	92.0%
The wealthy should pay a larger share of taxes	71.3%	70.8%	71.0%	74.0%	70.8%	73.1%	67.8%	69.8%	69.5%	67.9%	60.2%	74.7%	79.1%
Marijuana should be legalized	36.3%	31.9%	34.0%	37.2%	29.8%	32.7%	34.9%	21.4%	26.9%	35.4%	33.5%	37.9%	35.8%
It is all right to bus to achieve balance	40.8%	46.7%	43.8%	48.1%	50.7%	45.8%	43.5%	40.2%	42.7%	34.9%	37.2%	73.8%	71.3%
Homosexual relations should be prohibited	57.8%	39.9%	48.6%	52.3%	56.5%	50.2%	41.1%	55.9%	42.7%	43.4%	34.1%	56.8%	48.7%
College has the right to regulate off-campus behavior	16.3%	13.7%	14.9%	16.2%	19.8%	15.4%	13.6%	20.4%	12.4%	11.0%	11.5%	36.2%	25.7%
Students should help evaluate faculty	70.1%	70.3%	70.2%	68.5%	66.5%	69.8%	72.1%	70.4%	70.1%	73.2%	74.0%	64.9%	64.2%
College grades should be abolished	17.4%	13.2%	15.3%	17.6%	16.3%	14.8%	14.2%	13.7%	14.0%	12.9%	12.6%	31.5%	19.4%
Student publications should be regulated	40.0%	42.9%	41.5%	45.3%	51.5%	42.9%	37.1%	48.4%	40.9%	33.7%	28.0%	63.8%	54.5%
Objectives student considers essential or very important:													
Achieving in a performing art	10.2%	12.7%	11.5%	9.1%	12.9%	12.6%	13.9%	14.3%	11.0%	11.6%	15.2%	19.5%	15.3%
Becoming an authority in his field	74.5%	71.4%	72.9%	69.8%	70.2%	74.6%	73.9%	71.4%	72.1%	77.0%	75.9%	75.4%	84.0%
Obtaining recognition from colleagues	56.3%	53.1%	54.6%	52.0%	52.4%	55.7%	56.4%	49.5%	55.4%	58.4%	59.6%	62.0%	68.1%
Influencing the political structure	18.5%	11.8%	15.0%	12.6%	13.1%	15.1%	18.1%	15.8%	16.6%	16.5%	21.4%	27.2%	30.3%
Influencing social values	29.0%	33.9%	31.6%	28.8%	34.8%	32.5%	33.4%	39.3%	35.9%	30.4%	33.3%	41.4%	48.8%
Raising a family	66.3%	66.7%	66.5%	64.2%	68.4%	66.5%	66.4%	71.5%	73.1%	66.8%	68.8%	57.0%	64.5%
Having administrative responsibility	41.5%	38.0%	39.7%	40.1%	38.9%	41.2%	35.9%	34.8%	39.2%	41.1%	38.2%	51.1%	51.1%
Being very well-off financially	70.5%	60.2%	65.2%	67.6%	62.6%	64.5%	63.6%	52.9%	60.1%	67.7%	63.7%	75.8%	80.3%
Helping others who are in difficulty	54.3%	71.0%	62.9%	58.6%	67.1%	65.2%	65.2%	69.8%	71.4%	61.9%	66.7%	69.9%	77.3%
Making a theoretical contribution to science	18.0%	11.0%	14.4%	13.2%	10.2%	13.3%	16.8%	12.0%	13.7%	17.0%	21.0%	21.3%	27.3%
Writing original works	11.0%	12.5%	11.8%	9.5%	12.5%	12.4%	14.6%	13.0%	12.3%	12.5%	16.3%	17.4%	16.1%
Creating an artistic work	10.9%	14.8%	13.0%	11.7%	16.8%	13.1%	16.3%	12.6%	12.0%	13.2%	12.9%	20.9%	17.3%
Being successful in his own business	55.0%	44.1%	49.4%	50.2%	53.5%	47.7%	50.7%	46.0%	46.1%	50.1%	48.4%	65.7%	68.1%
Helping to clean up environment	27.0%	22.7%	24.8%	25.3%	25.4%	24.4%	27.3%	24.0%	22.8%	24.0%	23.7%	37.2%	36.0%
Developing a philosophy of life	47.5%	50.4%	49.0%	42.4%	49.6%	49.9%	55.2%	57.0%	56.2%	51.6%	58.7%	57.9%	65.5%
Participating in community action	22.0%	26.1%	24.1%	20.6%	27.3%	25.8%	26.1%	27.4%	28.3%	24.6%	26.8%	40.8%	45.8%
Promoting racial understanding	28.7%	33.2%	31.0%	26.7%	33.4%	33.3%	37.1%	35.5%	35.1%	29.6%	36.6%	58.8%	72.5%
Keeping up with political affairs	44.9%	33.9%	39.2%	31.3%	31.9%	39.2%	47.0%	41.8%	44.3%	46.1%	57.0%	45.4%	54.1%

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL, 1981," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

FACT–FILE

How the 50 States Rank

1. By high-school graduates per 1,000 population
2. By students in public colleges per 1980 high-school graduate
3. By estimated tuition per public-college student
4. By tuition per $100 of appropriations for higher education

	1 High-school graduates per 1,000 population (a)		2 Public-college enrollment per high-school graduate (b)		3 Tuition per public-college student (c)		4 Public-college tuition per $100 appropriation (d)	
	Number	Rank	Number	Rank	Amount	Rank	Amount	Rank
Alabama	16.1	27	1.91	19	$ 945	26	$27	23
Alaska	19.9	2	1.21	49	1,525	6	12	48
Arizona	14.9	45	2.92	2	958	24	30	17
Arkansas	16.0	32	1.46	40	757	40	22	34
California	12.3	50	3.17	1	409	50	10	50
Colorado	16.3	25	2.32	5	1,667	5	58	5
Connecticut	17.0	17	1.27	45	850	35	22	35
Delaware	19.2	4	2.02	14	1,909	4	61	4
Florida	13.2	49	1.74	27	816	37	23	32
Georgia	15.3	44	1.34	43	988	21	22	37
Hawaii	15.9	35	2.16	9	559	47	12	49
Idaho	15.6	37	1.81	22	553	48	15	47
Illinois	15.4	41	1.77	25	882	32	24	29
Indiana	16.4	23	1.59	32	1,351	10	40	10
Iowa	18.3	10	1.55	37	1,066	17	26	25
Kansas	17.0	16	2.18	8	897	30	25	27
Kentucky	16.6	21	1.47	39	835	36	21	38
Louisiana	16.0	34	1.67	29	924	28	23	31
Maine	17.8	12	1.22	48	1,415	9	48	7
Maryland	16.7	20	1.80	23	1,454	7	43	9
Massachusetts	17.0	18	1.32	44	525	49	19	41
Michigan	16.5	22	2.04	11	1,287	11	43	8
Minnesota	19.0	6	1.57	34	1,258	13	30	19
Mississippi	15.3	43	1.98	16	1,068	16	26	26
Missouri	16.2	26	1.56	36	812	38	27	21
Montana	19.6	3	1.71	28	879	33	27	22
Nebraska	18.6	8	1.87	21	981	22	26	24
Nevada	13.6	48	1.93	18	725	41	23	33
New Hampshire	17.5	13	1.26	46	2,020	3	104	2
New Jersey	17.2	15	1.26	47	1,090	15	34	13
New Mexico	20.2	1	1.56	35	950	25	22	36
New York	16.1	28	1.45	42	1,438	8	30	18
North Carolina	15.4	40	1.98	15	665	44	16	44
North Dakota	18.2	11	2.36	4	934	27	24	30
Ohio	16.0	29	1.60	31	1,286	12	50	6
Oklahoma	15.4	42	2.08	10	715	42	21	39
Oregon	16.0	33	2.26	7	1,029	18	31	14
Pennsylvania	16.9	19	1.13	50	2,276	2	63	3
Rhode Island	17.3	14	1.51	38	1,245	14	36	11
South Carolina	15.6	36	1.78	24	781	39	19	42
South Dakota	18.9	7	1.57	33	891	31	35	12
Tennessee	14.4	46	1.77	26	856	34	28	20
Texas	16.0	30	1.98	17	697	43	16	45
Utah	14.3	47	2.31	6	902	29	25	28
Vermont	19.0	5	1.46	41	3,893	1	162	1
Virginia	15.5	38	2.03	12	971	23	30	16
Washington	15.4	39	2.36	3	629	46	19	40
West Virginia	16.0	31	1.64	30	636	45	17	42
Wisconsin	18.4	9	2.03	13	994	19	30	15
Wyoming	16.4	24	1.89	20	991	20	15	46
Total U. S.	15.7		1.84		$ 957		$26	

(a) Number of high-school graduates in spring, 1980, per 1,000 population.
(b) Enrollment of full-time-equivalent students in public colleges and universities, fall, 1980, divided by number of high-school graduates in spring, 1980.
(c) Estimated tuition revenue of public colleges and universities per full-time-equivalent student in 1981-82, based on 1979-80 ratio of tuition to appropriations applied to 1981-82 appropriations.
(d) Estimated tuition revenue of public colleges and universities per $100 of state and local appropriations for public higher education based on 1979-80 ratio.

SOURCE: D. KENT HALSTEAD, NATIONAL INSTITUTE OF EDUCATION

Fees at Public Colleges Average $957 this Year

WASHINGTON

Tuition collected by public colleges and universities will average $957 per student this year, according to estimates by D. Kent Halstead, a senior research associate at the National Institute of Education.

As with other elements in the financing of public higher education, the estimated tuition per student (shown in the table above) varies widely from state to state—from a high of $3,893 in Vermont to a low of $409 in California.

For every $100 appropriated for public higher education in Vermont, the public institutions collect $162 in tuition, Mr. Halstead reported, while California's state appropriations are 10 times larger than tuition revenue.

The study notes that the number of high-school graduates per 1,000 population varies from 20.2 in New Mexico to 12.3 in California. For every 100 people who graduated from high school in California in 1980, there are 317 students enrolled in public colleges and universities, compared with a ratio of 113 per 100 in Pennsylvania.

Because of data-reporting errors, tuition per student is overstated to some extent for Alabama, Minnesota, Mississippi, and Washington. Appropriations per student, reported in *The Chronicle*, February 10, also were overstated for those states for the same reason. Corrected figures will be included in a later table showing appropriations and tuition per student, adjusted for inflation and types of higher-education systems.

Copies of the Halstead report will be available after March 1 for $5.14 each ($1.11 each in microfiche) from the Educational Resources Information Center, Document Reproduction Service, Box 190, Arlington, Va. 22210.

—JACK MAGARRELL

Colloquium for Academic Administrators

American Council on Education

THE FINANCIAL RESPONSIBILITIES OF ACADEMIC OFFICERS: LIMITS, POSSIBILITIES, AND OPPORTUNITIES

April 6-8, 1982

Hilton Hotel of Philadelphia
Philadelphia, Pennsylvania

This Colloquium for Academic Administrators is offered by the American Council on Education in cooperation with the University of Pennsylvania's Higher Education Finance Research Institute and the Wharton School.

It will deal with the role and responsibilities of academic leaders as financial managers. Its objectives are to help academic officers understand how the management of financial resources can be used in pursuit of academic goals and to improve their understanding of the internal and external constraints that academic administrators must face.

A principal faculty of five will work with participants in small group sessions and in lecture/discussion sessions. The lecture/discussion sessions will deal with general topics and information such as the budget process, external constraints in financial planning, and resource allocation. The working sessions will explore these topics and others in depth, and will enable the participants to work closely with a variety of experienced financial planners and to be exposed to their different personal and institutional perspectives. The principal faculty will be supplemented by resource persons with expertise in financial modeling and with experience in various types of institutions.

The General Services Foundation has recently awarded a grant to the American Council on Education to provide limited financial assistance to Colloquium participants from private institutions. Women and minorities are especially encouraged to apply for these grants.

Registration fees: $350, single registrant from ACE member institution; $425, single registrant from nonmember institution. Special reduced team fees are also offered.

For materials and information: American Council on Education, Attention: Colloquium for Academic Administrators, One Dupont Circle, Washington, D.C. 20036 or call 202/833-4780.

AMERICAN COUNCIL ON EDUCATION
One Dupont Circle
Washington D C 20036

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summer Institute In Writing Across the Curriculum

WHEN? *JUNE 27-JULY 30, 1982 (5 weeks)*

WHERE? BEAVER COLLEGE
Glenside, Pennsylvania (Suburban Philadelphia)

COURSES:
- Background in Rhetoric and Linguistics
- Logic and Problem Solving
- Teaching Writing in the Humanities Disciplines
- Workshop in the Teaching of Writing

WHO CAN APPLY?

Prospective participants must apply in teams of three: two college or university instructors from the same institution—one in writing, one in another humanities discipline—and one instructor (in English, social studies, or foreign language) from a secondary institution in the same geographic area as the college or university.

Commitment for ongoing cooperation must be documented.

Each applicant must submit a proposal for a project to be completed during the institute period.

N.B. Any applicant who has participated in an NEH seminar or institute after May 1980 or who has held an NEH fellowship after May 1980 *is eligible to apply* to this institute but will be given lower priority.

WHAT ARE THE FINANCIAL ARRANGEMENTS FOR SUCCESSFUL APPLICANTS?

NEH will provide a $500.00 stipend for each participant and will pay most expenses for travel and room and board in the Beaver College dormitories.
Commitment by administrator at home institution and some cost sharing are required.

FOR FURTHER INFORMATION AND APPLICATION WRITE TO:

Dr. Elaine P. Maimon
Director, NEH National Dissemination Program for Writing in the Humanities
BEAVER COLLEGE
Glenside, PA 19038
215/884-3500, Extension 320, 387

APPLICATION DEADLINE DATE: APRIL 2, 1982